SCHOOL LIFE

OFFICIAL JOURNAL OF THE ★ ★ ★ ★ ★ ★ ★ ★

OFFICE OF EDUCATION

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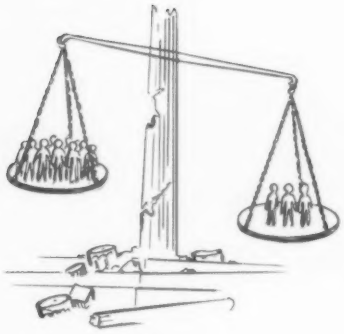
March 1958



THE TROUBLE WITH SPARTA

LONG before Sputnik, there was a city-state in Greece called Sparta.

Its leaders concluded that permanent power and glory could be attained by creating an elite corps of specialists—in this case warriors.

So a system was established. It was thorough and efficient—it produced brave, merciless, and hardened soldiers.

As part of the system, those who didn't fit were either abandoned or their potential was wasted and lost. The trouble was that this system often eliminated babies with the talents of a Keats or Steinmetz, and failed to discover and use the genius of a Pasteur or Lincoln.

Sparta's elite were served by a mass of nonelite, who were given no training, had no vote, and did as they were told. The trouble was that the elite did not dare to walk alone on dark nights.

At the age of seven the sons of the elite were taken away from home and sent to live in barracks. The trouble was that they grew narrow-minded and would not tolerate youth with the talents of a Steinmetz, Keats, or Lincoln.

On two occasions, Sparta was offered leadership in the Greek community of city-states but failed to respond. The trouble was that the Spartan elite were arrogant and held themselves aloof from outsiders. The trouble was that Sparta lost its power and became, in the words of Toynbee, an arrested civilization, which produced no men like Keats, Steinmetz, or Lincoln.

Such are the troubles that beset any narrow society which makes of any one group or class an elite to the exclusion or neglect of others.

Our society with its schools *for all children*—the gifted, the retarded, and those of every degree between—is the shield of a self-governing people. It recognizes the precious resource in every individual, whether his talents be few or many. Strong schools in a democracy assist each one to attain his maximum potential. Democracy's elite is found in each citizen who is prepared to contribute his best.

Our troubles begin when we fail to support strong schools for all.

Lawrence G. Derthick

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE . MARION B. FOLSOM, *Secretary*
OFFICE OF EDUCATION . . . . . LAWRENCE G. DERTHICK, *Commissioner*

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United Press Photo

I RECOMMEND . . .

In three messages to the Eighty-Fifth Congress, second session, the President of the United States recommends expanded programs for education.

FROM THE *STATE-OF-THE-UNION MESSAGE*, January 9

IN THE AREA of education and research, I recommend a balanced program to improve our resources, involving an investment of about a billion dollars over a 4-year period. This involves new activities by the Department of Health, Education, and Welfare designed principally to encourage improved teaching quality and student opportunities in the interests of national security. It also provides a fivefold increase in sums available to the National Science Foundation for its special activities in stimulating and improving science education.

Scrupulous attention has been paid to maintaining local control of educational policy, spurring the maximum amount of local effort, and to avoiding undue stress on the physical sciences at the expense of other branches of learning.

In the field of research, I am asking for substantial increases in basic research funds, including a doubling of the funds available to the National Science Foundation for this purpose.

But Federal action can do only a part of the job. In both education and research, redoubled exertions will be necessary on the part of all Americans if we are to rise to the demands of our times. This means hard work on the part of State and local governments, private industry, schools and colleges, private organizations and foundations, teachers, parents, and—perhaps most important of all—the student himself, with his bag of books and his homework.

With this kind of all-inclusive campaign, I have no doubt that we can create the intellectual capital we need for the years ahead, invest it in the right places—and do all this, not as regimented pawns, but as free men and women.

FROM THE *BUDGET MESSAGE*, January 13

IN THE FACE of Soviet challenges, the security and continued well-being of the United States, as never before, depend on the extension of scientific knowledge. Our technological progress requires a higher level of support for basic scientific research from both private and public sources. It also demands a growing supply of highly trained manpower—scientists, engineers, teachers, and technicians.

To this end, I am recommending an expanded program for the National Science Foundation and a new program for the Department of Health, Education, and Welfare. These programs will be closely coordinated. The Foundation is promoting science education and training primarily through grants to universities or fellowships to individuals. The program for the Department of Health, Education, and Welfare will strengthen our general edu-

cational base, complement the activities of the National Science Foundation, and be channeled mainly through grants to States.

This budget proposes appropriations of $140 million for the National Science Foundation in 1959, more than three times the amount currently authorized. To permit immediate action in stepping up the Foundation's activities, the budget also includes a supplementary appropriation of $10 million for 1958.

These recommendations will enable the National Science Foundation to proceed vigorously in expanding support for basic research. Of the 1959 appropriation, $58 million, double the 1958 amount, is provided for research grants, for research facilities and equipment, and for related activities.

Assistance to basic research is provided also in physical sciences by the Bureau of Standards and in life sciences by the National Institutes of Health. Expenditures included in other parts of the budget for basic research by the Atomic Energy Commission, the National Advisory Committee for Aeronautics, and the Department of Defense will be higher than in the current year. Most of the expenditures will be for research projects carried on by university scientists and, as a byproduct, will contribute importantly to the education of graduate students.

The second major part of the National Science Foundation program is to help meet the need for improving and extending science education. The 1959 budget for the Foundation provides $82 million, including $3 million of administrative expenses, for this purpose, or about five times the present amount. Most of this is for expansion of programs which have proved their worth in improving high school and college science education. These programs include (1) action to interest able students in science careers, (2) measures to improve the methods of teaching and the content of courses in mathematics and science and to give supplementary training to college and high-school teachers, and (3) provision for fellowships to highly qualified college graduates and scientists for advanced study in science and mathematics.

I am recommending that legislation be enacted to authorize a temporary program for the Department of Health, Education, and Welfare to provide grants to help stimulate the State, local, and private action necessary to meet certain critical educational needs. The major objective of this new program will be to provide matching grants to strengthen State departments of education and local school systems, particularly in the administration and teaching of science and mathematics. The new grant program will also foster improvement of general education through grants to States or educational institutions to extend testing and counseling services for young people, provide college scholarships for outstanding high-school graduates, strengthen graduate schools, expand the teaching of foreign languages, and improve the adequacy and reliability of educational statistics.

These recommendations for the National Science Foundation and the Department of Health, Education, and Welfare are designed to meet our most urgent needs for support of science, to aid in the identification and encouragement of talent, and to strengthen our teaching staffs. In planning these programs, account has been taken of several important considerations.

First, more effective utilization of available scientists and engineers is the most immediately productive attack on existing shortages in these fields. Action to achieve this is a responsibility of private employers and organizations as well as governmental agencies.

Second, the basic responsibility for science education and training as well as for conduct of research in our country depends primarily on non-Federal support, and requires a thorough understanding of the problem by all our citizens and their wholehearted support. Therefore, I strongly recommend that this Federal participation in the Nation's educational processes be limited to 4 years (allowing additionally for the completion of scholarships granted within these 4 years), and be considered as an emergency stimulant to encourage the States and local communities to bring their educational systems up to date in the light of our modern scientific age. The proposed Federal assistance is carefully designed to insure against any possible domination by the Federal Government of our education system, which must continue to be locally controlled and operated in accordance with our American tradition.

Third, we must accept the fact that scientists are not trained overnight and science students do not become skilled scientists in a year. New programs in these fields must continue in most instances for a number of years to achieve concrete results. With full awareness of our tradition of not involving the Federal Government in the Nation's public educational processes, this stimulation I have proposed must not be so overemphasized that the programs cannot be later carried on by those who must continue to carry the responsibility—the local school districts, universities, and industry.

Fourth, the need of our free society cannot be met by improving science and technology alone. The national needs require the development through a strong general educational system of a vast number of aptitudes and skills. Every community in our country should do its level best and if possible more than is now being done to provide better education by the growing number of students. A good deal of improvement in our teaching methods and standards and greater use of our present facilities can be achieved by acquainting the boards of education, superin-

tendents, teachers, parents, and pupils with the needs the country faces.

Schools in federally affected areas: The Federal Government has a responsibility for aiding school districts when it creates serious financial problems for them. It has recognized this responsibility in the past by providing grants to help build and operate schools in districts where enrollment is swelled by Federal activities. Experience with these programs, however, suggests that they should be modified; many of the communities for which grants have been made no longer have problems as acute as those suddenly generated by the migration of workers and families to them during the Korean crisis.

In view of the continued maintenance of a substantial defense establishment with shifting locations, authority for grants for construction and operation of schools should be extended, but the assistance should be restricted to instances where the Federal personnel both live and work on Federal property. However, grants for operation of schools on behalf of people living on taxable property should be gradually reduced during an adjustment period, and then terminated.

SPECIAL MESSAGE ON EDUCATION, January 27

EDUCATION best fulfills its high purpose when responsibility for education is kept close to the people it serves—when it is rooted in the home, nurtured in the community, and sustained by a rich variety of public, private, and individual resources. The bond linking home and school and community—the responsiveness of each to the needs of the others—is a precious asset of American education.

This bond must be strengthened, not weakened, as American education faces new responsibilities in the cause of freedom. For the increased support our educational system now requires, we must look primarily to citizens and parents acting in their own communities, school boards and city councils, teachers, principals, school superintendents, State boards of education and State legislatures, trustees and faculties of private institutions.

Because of the national security interest in the quality and scope of our educational system in the years immediately ahead, however, the Federal government must also undertake to play an emergency role. The Administration is therefore recommending certain emergency Federal actions to encourage and assist greater effort in specific areas of national concern. These recommendations place principal emphasis on our national security requirements.

Our immediate national security aims—to continue to strengthen our armed forces and improve the weapons at their command—can be furthered only by the efforts of individuals whose training is already far advanced. But if we are to maintain our position of leadership, we must see to it that today's young people are prepared to contribute the maximum to our future progress. Because of the growing importance of science and technology, we must necessarily give special, but by no means exclusive, attention to education in science and engineering.

The Secretary of Health, Education, and Welfare and the Director of the National Science Foundation have recommended to me a comprehensive and interrelated program to deal with this problem. Such program contemplates a major expansion of the education activities now carried on by the National Science Foundation, and the establishment of new programs in the Department of Health, Education, and Welfare. I have approved their recommendations, and commend them to the Congress as the administration program in the field of education. This is a temporary program and should not be considered as a permanent Federal responsibility.

PROGRAMS OF THE NATIONAL SCIENCE FOUNDATION

The Programs of the National Science Foundation designed to foster science education were developed in cooperation with the scientific community under the guidance of the distinguished members of the National Science Board. They have come to be recognized by the educational and scientific communities as among the most significant contributions currently being made to the improvement of science education in the United States.

The administration has recommended a fivefold increase in appropriations for the scientific education activities of the National Science Foundation. These increased appropriations will enable the Foundation, through its various programs, to assist in laying a firmer base for the education of our future scientists. More immediately, these programs will help supply additional highly competent scientists and engineers vitally needed by the country at this time.

1. Improvement of the subject-matter knowledge of science and mathematics teachers

First, the administration is recommending an increase in funds to support institutes sponsored by the Foundation for the supplementary training of science and mathematics teachers and a somewhat larger increase to support teacher fellowships. This will provide additional study opportunities to enable more science and mathematics teachers in our schools and colleges to improve their fundamental knowledge and, through improved teaching techniques, stimulate the interest and imagination of more students in these important subjects.

Continued on page 14

SCIENTISTS, TOO, NEED TO KNOW ENGLISH!

By ARNO JEWETT, Specialist for Language Arts

MOST of the many proposals now being made to interest more high school students in science and mathematics are overlooking an important fact—the fact that a student's interest and achievement in those subjects depend heavily on his reading and writing abilities. No nationwide effort to educate more scientists, mathematicians, and engineers can succeed unless students also develop the language skills they need to comprehend and report scientific and mathematical information. Not even the Army can make an effective soldier out of a functional illiterate; it must first teach him the basic skills of reading and writing.

Young people naturally pursue activities in which they can experience some success and avoid those beyond their capabilities. High school students who can read well enough to understand the basic theorems of mathematics and the elementary principles of science are much more likely to elect advanced courses in those subjects than pupils who have difficulty comprehending such material. Students can't be expected to elect courses in geometry, physics, and chemistry when they fear that their reading capacities are below the level required for success.

Nor will a guidance director or counselor benefit poor readers by advising them to register for subjects that require reading skills. Such students, until they drop out of the class, will waste not only their own time, but also some of their teacher's and fellow students' energy and efforts.

Ability to read well, however, is not enough to attract pupils to a scientific or engineering vocation. Students need to feel that in these fields they will lead interesting, rewarding lives. Here the English teacher who is well acquainted with modern literature for adolescents can help. The many biographies about scientists like Albert Schweitzer, Thomas Edison, Walter Reed, William Beebe, Raymond Ditmars, and the thrilling books about science by authors such as George Gamow, Arthur C. Clarke, Roy Chapman Andrews, Jacques-Yves Cousteau, and Rachel Carson can help students realize that scientific study is much more than a series of textbook problems and laboratory experiments. Books such as *Everyday Machines and How They Work* by Herman Schneider and Jeanne Bendick and *Great Adventures in Science* by Helen Wright and Samuel Rapport can open up to students an exciting vista of vocational possibilities in science and engineering. Such books should help to change the unfavorable opinions that some high school students have about science and scientists—opinions revealed by a Purdue Opinion Poll in 1956 and a recent study by Margaret Mead.

The ability to express oneself in language that is clear, precise, and accurate is as important as reading competency for a student who aims at becoming an outstanding scientist or engineer. Both science students and scientists need to report their observations and experiments objectively and concisely. Such reporting requires a large vocabulary, a grounding in semantics, an understanding of the principles of modification and other syntactical relationships, and skills in organizing ideas in a logical, coherent pattern. The accuracy required in scientific writing often results in long sentences filled with restrictive phrases and clauses that pose problems in modification and subordination. Such writing also requires use of words with multiple meanings in a context that clearly denotes their referent or signification.

Productive scientists are constantly communicating with one another—discussing theories, hypotheses, experiments, and findings—for they appreciate the fact that exchange of ideas produces new ideas and motivates new experiments. Even more important, scientists today must be able to explain their research and to interpret the significance of their discoveries to the people in general and to Government officials, military leaders, sociologists, educators, laborers, and businessmen in particular. Unless scientists can talk and write about their discoveries and make clear to laymen the influences their findings may have on the free world's security and culture, the value of their work will be negligible or ephemeral.

Language is the medium of communication. We may even consider it the basis of creative thought, for it is doubtful that anyone can reason clearly about scientific and mathematical concepts unless he has an adequate vocabulary of verbal and nonverbal symbols. Certainly the act of oral or written reporting helps us to refine our concepts and clarify our abstractions.

Because the development of language and reading skills in our American high school is largely the responsibility of English teachers, any nationwide effort to improve learning in science and mathematics depends first of all on how well the English teacher does his job. Today, among all the high school teachers of academic subjects, the English teacher usually has the largest classes to teach, the widest range of individual differences to provide for, the most

extracurricular activities to sponsor, and the most compositions to read after school.

For the past 5 years the English teacher has been the target of parents, businessmen, professors, and writers who claim that youth are deficient in language skills. But few of these critics have taken time to visit high school English classes to learn why every English teacher is not physically able to develop in his pupils the language skills they need in today's world. In State after State, English teachers have passed resolutions asking that their daily load be limited to four classes of no more than 25 students each so that they could do a more effective job. But no one has listened to their protestations—not even those sensitive leaders who have been alarmed by the symbolic beep-beeps of Russia's earth satellites.

Everyone recognizes that America needs more scientists and mathematicians and that the onus for producing them rests in part on the high school. But the counselor, the mathematics teacher, and the science teacher cannot do the job by themselves. Unless the high school English teacher has the time, ability, and materials to teach pupils to read, write, listen, and speak well, the efforts of science and mathematics teachers will seldom succeed. "Crash" programs that focus on only one part of the total school program and ignore basic needs in others are likely to wind up as "crash" programs in the most literal sense of the word. And the time, money, and energy invested in those programs will be lost.

Though made for wartime use,

USOE TRAINING FILMS

are busy in peacetime, too

VICTORY in World War II ended the production of U. S. Office of Education training films without halting their sale or their use. Since 1945 many of these 457 motion pictures and filmstrips have seen the world and been seen by it—and their wartime and peacetime use has paid the U. S. Treasury almost half a million dollars toward the cost of production.

The end of their original function—to train war production workers—might have seen these films laid aside in dusty archives for all their proud record of 31,432 prints sold between 1941 and 1945. But in the dozen years since V–J Day, over 47,000 more prints have found purchasers. It would be reasonable to expect that films made to train industrial workers in the years of World War II would sell less and less as each year passed, but in 1956 and 1957 sales of USOE training films went up!

To follow these films to the places they have gone and the purposes they have served is to write a footnote to the history of American foreign policy since the last war.

Translated into most of the major languages of the Continent—Danish, Dutch, French, German, Italian, Norwegian, Swedish, Turkish, and Serbo-Croat—USOE training films were used first by the European Recovery Program. Now they are part of the productivity projects of the Organization for European Economic Cooperation. Ten years after production, one-half of these films were still in active use in Europe's recovery program; not less than 6,500 prints of them, in all 9 languages, are still used for this purpose.

To a lesser extent, Point 4 technical assistance programs have used USOE training films in Asia, Africa, and South America. Up to now, magnetically produced sound tracks have accompanied films sent to countries of those continents, but the International Cooperation Administration presently plans to make optical tracks of certain of the films in Spanish and some of the Asiatic tongues.

When the 78th Congress of the United States in 1944–45 appropriated funds for the making of these films, it stipulated that the films must be offered at prices sufficient to pay for the cost of production. Every print sold since then—through Castle Films from 1944 to 1946 and United World Films since 1947—has paid the U. S. Treasury a royalty. By the fall of 1957 the Treasury had received $460,000 toward the cost of the films; and the revenue was still coming in.

Many of the USOE training films were made in series on such occupational areas as automotive operation and maintenance, machine shop work, precision wood machining, foundry practices, farm work, shipbuilding and aircraft skills, welding procedures, nursing, and engineering.

Titles of all training films and filmstrips made by the Office for war workers and still available to the public are listed in the publication *U. S. Government Films for Public Educational Use*, prepared by Seerley Reid, as Bulletin 1955, No. 1, available from the Superintendent of Documents, Government Printing Office, Washington 25, D. C. The price is $1.75.

Ole! Pan American Day

DIA DI
JOUR I
DIA DA

Pan American Day at Granby High School, Norfolk, Va.

ORGANIZATION OF AMERICAN STATES

ARGENTINA
BOLIVIA
BRAZIL
CHILE
COLOMBIA
COSTA RICA
CUBA
DOMINICAN REPUBLIC
ECUADOR
EL SALVADOR
GUATEMALA
HAITI
HONDURAS
MEXICO
NICARAGUA
PANAMA
PARAGUAY
PERU
UNITED STATES
URUGUAY
VENEZUELA

NO MATTER how you say *Pan American Day*, it is well worth celebrating in your school's own way.

Abril, Avril, or April 14–20 is Pan American Week (*Semana Panamericana* or *Semaine Panamericaine*) throughout all the Americas.

The Organization of American States had its beginning in 1890 at the First International Conference of American States. The definitive charter, however, was not signed until the Ninth Conference in 1948.

OAS aims to achieve peace, justice, and solidarity among the Member States, and to defend their sovereignty, independence and territorial integrity.

American schools find many ways to observe Pan American Day. Here's a parrot's-eye view of last year's observances in the United States.

IN LAKEWOOD, OHIO, the Roosevelt School sixth grade had exactly 21 students, one for each of the members of the Organization of American States. So it seemed a perfect plan to have a 3-day "conference of the OAS."

Each child, bearing a flag of his own making, was "his country's" ambassador to the OAS Council. In true diplomatic style he reported on his country's geography, customs, and economy.

The actual Council, the children learned, is the permanent representative body of OAS, meeting semimonthly at the Pan American Union Building in Washington, D. C. The ambassadors have equal voice, equal vote and equal lack of a veto. The chairman and vice chairman are elected each year. The Council deals with inter-American relations and matters referred to it by the Inter-American Conference and the Meeting of Consultation of Ministers of Foreign Affairs.

IN YORK, PA., the spring music festival became a pan-American event with student choruses and orchestras spiced with pageantry. Fifteen hundred elementary school children took part.

IN NEW YORK CITY'S Commerce High School, the customary queen election was superseded by the more democratic election of Miss Pan America. Her court included "OAS Ambassadors."

IN RAPID CITY, S. DAK., a gastronomical observance was somewhat enlivened by the breaking of a *piñata* and a battle with confetti-filled cascarones (egg shells).

(Though the traditional *piñata* is, of course, earthenware (*olla*), an easily duplicated one is suggested by Agnes Marie Brady in *Syllabus for the Teaching of Spanish in the Grade Schools*.

Her version is a huge bag, covered with layers of bright tissue paper with crepe paper streamers. The bag is filled with sweets, balloons, noisemakers or small favors.

One child is blindfolded, handed a long stick, and told to break the *piñata*. If he can't break it within three tries, he is a *tonto*, and someone else has a chance. When the *piñata* is finally broken, the circle of children dissolves into a scramble for goodies.)

IN GAINESVILLE, FLA., the University of Florida celebrated the whole week long. On most campuses, the lead is taken by Spanish-Portuguese Clubs. But at Florida, the observa-

IA DE LAS AMERICAS
OUR DES AMERIQUES
IA DAS AMERICAS

tion was a cooperative effort of students from other American countries attending Florida, the University Band, Los Picaros, the International Supper Committee, the Military Department, and the Newman Club.

These energetic organizations put on everything from a street dance to a symposium on inter-American problems. Among the festive events were a military review, a soccer game, and a Latin-American concert.

In Washington, D. C., the Pan American buildings themselves—two beautiful marble edifices complete with tropical patios and parrots—are always filled with youngsters on school-sponsored tours, stopping to look around. Since Pan American week roughly coincides with cherry blossom festival time in Washington, it is a popular date for bus loads of youngsters to visit the Capital.

But if your classroom can't come to the Pan American Building, the Pan American Union can come to your classroom.

A free packet of materials, including a poster, a folder of pictures and program ideas, a pictorial panorama of programs, and an explanation of OAS, is available from the Pan American Union, Office of Public Relations, Washington, D. C. All year round the Publications Division of the Pan American Union offers a multitude of materials and films.

As they say over the Americas:

Conozca a sus Vecinos del Continente.

Conheça os seus Vizinhos Americanos.

Connaissez vos Voisins due Continent.

Know your American Neighbors.

Music and dancing and fancy costumes make a festival time out of Pan American Day. Shown here are members of the Spanish Club of the St. Joseph High School, Camden, N. J.

Photos, Pan American Union

THE PRESIDENT OF THE USA PROCLAIMS
PAN AMERICAN DAY

WHEREAS on April 14, 1958, the 21 American Republics will celebrate the 68th anniversary of the founding of a bureau for inter-American cooperation which, as the Pan American Union, now serves as the permanent Organ and General Secretariat of the Organization of American States; and

Whereas the evolution of the Organization of American States into its present form has been accompanied by an ever-increasing solidarity of the peoples of the Republics of the Western Hemisphere; and

Whereas the Organization, as one of the important associations of free nations, contributes to hemispheric defense and to the advancement of international peace and the ideals of freedom:

Now, therefore, I, Dwight D. Eisenhower, President of the United States of America, do hereby proclaim Monday, April 14, 1958, as Pan American Day, and the period from April 14 to April 20, 1958, as Pan American Week; and I invite the Governors of the States, Territories, and possessions of the United States of America and the Governor of the Commonwealth of Puerto Rico to issue similar proclamations.

I also urge our citizens and all interested organizations to join in the appropriate observation of Pan American Day and Pan American Week in testimony of the steadfast friendship which unites the people of the United States with the people of the other American Republics.

State directors see in these stirring times a challenge to

The ARTS in the PUBLIC SCHOOLS

IT was mid-January, and up on Capitol Hill, where the second session of the 85th Congress was already in full swing, legislative bills to encourage education in science and mathematics were beginning to pile into the hopper. A superficial observer might have thought that now the climate had turned inclement for the teaching of the arts; but the State directors of public school music and art, sitting in a 3-day conference at the foot of Capitol Hill, in the Office of Education, did not think so at all.

What they did think was that the new sharp concern over the teaching and studying of science and mathematics was proper—was in fact overdue; and because they saw it in terms of a reappraisal and challenge for every subject in the curriculum, they welcomed it as a challenge to the arts, too.

Part of the challenge to the arts, they said, lies in the fact that the arts can be made to contribute much to the shaping of a first-class scientist—not only because they help to make him a well-balanced, happy person, but because they exercise and intensify in him the very attributes he needs for his work: Sensitivity, imagination, creativity, and the capacity for sustained concentration. As some participants reminded the conference, most of the Nation's leading institutions for training scientists and engineers are keenly aware of the contribution the arts can make; cited was the recent report of the Committee for the Study of the Visual Arts at the Massachusetts Institute of Technology—*Art Education for Scientist and Engineer*.

Not for a moment, however, did the conferees lose sight of the bigger challenge that lies in their responsibility to *every* child, no matter what his vocational destiny—to give him the opportunity and satisfaction of exploring and developing all his capacity in music and art, to stimulate his imagination and stir his creative activities, to make him responsive to beauty of every kind and sympathetic toward the feelings and aspirations of others. It was to this point that the art directors spoke in one of their separate sessions when they said—

Sound art education is noteworthy in the way it respects and provides for individual differences: all boys and girls have a capacity to be creative . . . and art is one of the few phases of the curriculum in which they can all perform successfully with a great variety of results.

"The challenges we face are not new," the music directors said, "and most of our problems are the same ones we've struggled with for years. But the times are changing, and the times put our problems into new focus. To solve them we need new outlook, new insight, new approaches. We need to ask ourselves some disturbing questions—about the content of our courses, the shape of our programs. As teachers, are we imposing ourselves on our pupils, or are we giving the children a chance to react to music verbally, to express themselves? Are we as idealistic in our methods as in our objectives?"

To ask such questions of themselves as pointedly as possible, the conferees divided into two groups meeting simultaneously—art directors in one, music directors in the other. Taken together, their discussions managed to probe education in the arts from nearly every point of view: the child's, the classroom teacher's, the specialist's, the school administrator's, the community's—all as they affect the work of the State directors themselves. What they concluded, what they suggested—all this will be told in two reports now being prepared by a representative of each group for distribution to all State departments of education; but for the present a few of the points of view on which there was consensus will reflect the vigor and positive approach of the conference.

ON TEACHING: *When you get right down to it, good teaching is the best solution to all our problems. The good teacher doesn't have much trouble getting time for his programs, space for his classes, money for the materials and equipment he needs. That's why we must get good art and music teaching wherever we can—from the classroom teacher, from the specialist, from the consultant and classroom teacher working together.*

ON THE LONG PULL: *Let's not spend our energies in resisting the tide for more science and mathematics. Instead, let's roll with the tide, let's take an interest in what others are interested in, and all the while let's concentrate on the long pull for music and art: a sound and consistent campaign for more good offerings at the elementary level and more general classes at the secondary level.*

ON MENTAL HEALTH: *There's spiritual renewal in the arts, and the teachers*

Twenty-three representatives from 18 States attended this conference of art and music directors in State departments of education, Jan. 15–17, 1958. The conference was sponsored by the Elementary Schools Section of the Office of Education, under the general chairmanship of Ralph G. Beelke, specialist for education in the arts. Chairman of the music directors was Joseph G. Saitveit, supervisor of music education for the State of New York; chairman of the art directors was William Bealmer, director of art education for Illinois.

of music and art work hand in hand with the mental health people. Music specifically for therapy might well be introduced in many schools; already a few schools are pioneering in the field.

ON PERFORMING GROUPS: *The directors of performing groups are educators first; impresarios, second. In choosing their performers, they should take a child's interest as well as his ability into consideration, and should form groups on different levels of ability so that all who want the satisfaction and benefits of performance can have them.*

ON ADMINISTRATORS: *The school superintendent is hard pressed on every side—by the public, by the head of every school department. Let's try to plan from his point of view. Instead of increasing the pressures by asking for the program we consider ideal, let's show more consideration; for instance, we might present a well-planned minimum, something we could build on as it proved its worth.*

ON MUSIC AS REENFORCEMENT: *Let's encourage more use of music to reenforce other subjects in the curriculum. Using it as a resource material won't detract from it as an art—will even strengthen it. Once they use it, English teachers, social studies teachers, physics teachers ask for more, say they can't teach well without it.*

ON ART IN THE JUNIOR HIGH SCHOOL: *Here programs and practices have not yet taken shape as they have in the elementary school. Too many of us are still asking, how much art, and should it be elective? Certainly the art program for the junior high school should be diversified, should give each student a choice of materials and processes, and should encourage him to find new uses for materials and tools. For this kind of program we need at least 90 minutes in 2 periods each week, with no more than 25 pupils to the class. And there's every reason why we should provide such a program for every child.*

ON FACILITIES: *Good facilities don't of themselves make a program good, but they can help to make a good program possible. We can't do much in three-dimensional design, for instance, unless we have storage space for projects in progress. Because poor facilities can keep a good program from getting better, communities should give their schools the best facilities they can afford.*

ON RESEARCH: *Although many of our problems are dissolved by conferences and other exchange of information, just as many problems, perhaps more, will yield to nothing but hard research. We have yet to identify and clarify the contributions that only art and music can make to education; to explore the relationships between art and industrial art, to find the most effective ways of reporting pupil progress, the best programs for training teachers. To get the true answers, the right solutions, we must encourage research in many forms—specific projects at universities and research centers, action research in the classroom, and always an objective and inquiring approach by every teacher.*

ONE FORMAL RESOLUTION came out of the conference. Adopted, as it was, toward the close of the conference, it reflects a group conviction that had been strengthened with every session—that music and art have won through to a recognized place in the public school curriculum, are more needed now than ever before, and deserve support and encouragement at every level of supervision:

WHEREAS education is primarily a State responsibility, and

WHEREAS music and art are integral parts of the educational program, and WHEREAS professional leadership at the State level is essential,

BE IT RESOLVED that the Conference of Directors of Art and Music in State Departments of Education recommend the appointment of a director of art education and a director of music education in each State department of education.

26 Research Projects Approved

TWENTY-SIX new educational research projects, to cost $319,000 this fiscal year, were approved by the Advisory Committee for the Office of Education's Cooperative Research Program at its first 1958 meeting, January 30–31.

The total cost of these 26 projects, many of which will not be completed for 2 or 3 years, will amount to $757,000.

Colleges, universities, and State education departments working on the research provide facilities and some services. The Office provides Federal funds to cover other costs.

Work is already under way on 102 such research projects over the country. Thus far, Congress has appropriated $3.3 million for the program—$1 million for the fiscal year ending June 1957, and $2.3 million for this fiscal year. For next year the President's budget recommends $2.7 million—$2.2 million to continue projects already under way, $500,000 for new projects.

From its 26 new projects the Cooperative Research Program hopes to get answers to such questions as these (for more specific objectives see the next issue of *School Life*):

How can we identify gifted children and what can we do to help them become the scientists, engineers, and writers of tomorrow?

How can we help handicapped children learn and eventually become self-supporting?

How can we get and keep enough good teachers?

How can schools prevent juvenile delinquency?

All research proposals received by the Cooperative Research Program between now and April 1 will be considered by the Advisory Committee early in May, when it meets again to make recommendations to the Commissioner.

Teaching of Russian in the United States

Only 16 high schools offer courses now; but what of tomorrow? Signs of growing interest appear in many places across the Nation

SPUTNIK has launched a world of inquiries about teaching the Russian language.

The "beep beep" of the artificial satellite has sent teachers, school administrators, newspaper editorial and news writers, television and radio news commentators to query the Office of Education.

"Who is teaching Russian in the U. S. A.?"

"How are they teaching it?"

And most often comes this question from editorial writers: "Why aren't they teaching Russian in our schools?"

These questions and others come to Marjorie Johnston, the Office specialist for foreign languages. The deluge is in contrast with the one or two queries a year about the Russian language received before sputnik.

To answer these questions on the current status of the Russian language in the United States, Dr. Johnston has been compiling information from various sources.

Helen B. Yakobson, head of George Washington University's Slavic languages department and a regional representative of the Committee for Promoting the Study of Russian in High Schools (formed in September 1957 at the annual convention of the American Association of Teachers of Slavic and East European Languages), has prepared a report on the teaching of the Russian language in United States schools.

According to the report, only 8 public and 8 private high schools are known to be teaching Russian now. Several schools in South Dakota, Connecticut, California, Indiana, West Virginia, New Jersey, Wisconsin, and the District of Columbia are considering adding Russian courses. Two New York City high schools plan to begin courses in Russian this month.

Brooklyn College submitted a questionnaire to State education departments asking about their interest in Russian. Of the 34 departments replying, 10 said they would like to introduce Russian if they could find teachers.

Teachers for Russian are being trained in some institutions. Actually, all except seven States have at least one college or university offering Russian.

Brooklyn College, University of Minnesota, and Teachers College, Columbia University, have begun courses in Russian for teachers. Teachers College, Columbia University, has a summer language training program for Americans of Russian descent who have studied abroad. Yale University plans a summer seminar for native speakers to prepare them to teach in American secondary schools. The New York City Board of Education has arranged a training course for 40 public school teachers who will teach Russian.

Russian is now being taught in 173 U. S. universities and colleges. Thirty-eight have language laboratories. Twelve offer graduate work. Fifteen offer summer language programs.

An interesting example of the way a Russian course originated at what might be termed the bobby-socks-and-saddle-shoe level is offered by the University of Minnesota's University High School, a 6-year high school with only 350 students. A paper describing this school's program has been written by Emma Birkmaier, professor of education, and chairman of modern languages at the University of Minnesota Laboratory Schools. It will soon appear in an Office of Education bulletin on Modern Foreign Languages in the High School.

In 1944, some of the students in the Minnesota high school felt they wanted to learn more about foreign languages than their school was teaching.

The first step the school took to meet the demand was to set up a social science unit on the Soviet Union which included 2 weeks on the language.

Lectures on Russian literature were added to the world literature course, Russian music to the music appreciation course. Eventually, according to Miss Birkmaier, a group of students came into the foreign language department to ask for a class in the Russian language.

"Since new projects of this kind are more or less on an experimental basis," Miss Birkmaier explained, "it was decided to have the students inaugurate a Russian club to meet during the activity hour.

"The club was organized with officers, committees, and constitution. There was no textbook. The students kept notes on the structure of the language and were given mimeographed materials.

"At first the students discussed the importance and extent of the Russian language. We showed films with Russian soundtracks, portraying Russian peoples."

The club also made recordings of the students' spontaneous conversation, dialogs, and short expositional compositions in Russian.

The next year, Russian became a regular part of the curriculum with 16 beginning students. Today, the offering has been expanded to four years with 54 students enrolled. The Russian club continues to function.

The current courses include a very rich program. Native speakers come in and talk on Russian culture and tape dialogs, plays, and readings. The classes attend Russian Orthodox

Church services and suppers. They correspond with Russian students. Now they are even planning two weeks in the Soviet Union in 1958, during the school's European field trip.

There are no high school texts for the study of Russian. Miss Birkmaier observes:

"In examining Russian programs which have failed . . . we usually find the students have had to follow a difficult text and accept a grammatical terminology meaningless to them—a group of nonsense syllables . . ."

The syllabus for the 4-year program of the University High School is available free from the Department of Modern Languages, University High School, University of Minnesota, Minneapolis.

There are stars other than sputnik to follow toward a more complete language program. Today, besides the extensive literature of the Russian people, there are 1,200 Soviet scientific journals being published yearly. Five or six million Soviet students are said to be studying English. Some 70 French secondary schools teach Russian 3 to 4 hours a day, for 5 years. The need for linguists in the American armed, civil, foreign, and private services has never been greater.

ARE THEY GOOD ENOUGH FOR NOW?

By Howard H. Cummings, *specialist for social sciences and geography*

A VETERAN educator on the eve of retirement was discussing the abilities of high-school graduates in civic matters. His younger colleagues pointed out that youth today are aware of economic issues, that they support the idea of international cooperation, and in general compare favorably in civic fitness with the youth of 1920.

The veteran ended the discussion abruptly with a single question: "I'll admit that the kids graduating today are good enough for the year 1920. What keeps me awake nights worrying is this question: Are they good enough for *now?*"

If the high school graduate of 1958 is "good enough for now" in his citizenship, it is a great compliment to the social studies teachers of America. A half century of scientific growth, technological development, global wars, revolution, the advent of totalitarianism, the increase in world population, the increasing urbanization, the growth of literacy—all this has been clear to the teachers who have worked to prepare boys and girls to live in the changing society into which they were born. The nature of the education these boys and girls should receive has been less clear for a major reason: Our analysis of our world is torn between recognition of the need for change and a wish for stability.

Scientific and technical progress clearly involves change; but political, social, and economic progress is a mixture of change and stability. In the new world of the future we want such historic institutions as the monogamous family, a code of laws to protect life and property, a system of courts based on equal justice—to mention only a few of the stable strands of social continuity. We expect our future citizens to subscribe to the idea of the dignity and worth of the individual and to recognize the principles of human freedom that flow from this commitment. The aspirations of all people everywhere for a higher standard of living and a greater measure of security indicate the need for political, social, and economic change. There is need for change in the direction of a world free from threat of war, where science would be used to prolong life and improve human well-being. In this task public administrators, political scientists, economists, social workers, sociologists, geographers, and historians all have a part to play. To play that part these scholars will have to labor with their colleagues in science to discover new knowledge for solving old human problems.

Where do the schools come in? All problems, including many in science, are public problems and must be solved by the public. Each citizen has one vote, and the quality of public decisions depends on the quality of the electorate. In the social sciences and the humanities the knowledge and wisdom of the scholars must be understood by the citizens.

It was against this historic background of the role of education in a democratic society that the National Council for the Social Studies in its annual meeting in 1957 adopted a single resolution, which said in part: "The present crisis demands that we strengthen every aspect of American education—the natural sciences and mathematics, the social sciences, and the humanities. The ideals and aspirations of a free society and its democratic institutions depend upon an educational program that is concerned with the entire breadth and depth of human experience. To this all-important objective the social sciences can make a good and distinctive contribution."

To be "good enough for now" the citizen must have all the components of his education not only strengthened but related. Science must be integrated into the culture and become a part of the basis on which public decisions are made. Only faith in man's reason preserves the life of man in today's thermonuclear world. That faith must be reinforced by new knowledge that man can use to build institutions effective enough to use knowledge for human welfare. A part of the faith in reason is the belief that if man is intelligent enough to discover knowledge, he is also intelligent enough to use the knowledge wisely.

President's Messages

Continued from page 5

2. Improvement of course content

Second, the administration is recommending an increase in funds to enable the Foundation to stimulate the improvement of the content of science courses at all levels of our educational system. The efforts of even the most dedicated and competent teachers will not be effective if the curricula and materials with which they work are out of date or poorly conceived.

3. Encouragement of science as a career

Third, the administration is proposing an expansion of the Foundation's programs for encouraging able students to consider science as a career. Good teaching and properly designed courses are important factors in this regard, but there are other ways in which interest in these fields may be awakened and nurtured. The Foundation has already developed a series of programs directly focused on the problem of interesting individual students in science careers, and these programs should be expanded.

4. Graduate fellowships

Fourth, the administration is recommending an increase in the Foundation's graduate fellowship program. The enlarged program will make it possible for additional competent students to obtain better training for productive and creative scientific effort.

5. Expansion of other programs

The administration is recommending that funds be provided to enable the Foundation to initiate several new programs which will provide fellowship support for secondary school science teachers (during the summer months), for graduate students who serve during the school year as teaching assistants, and for individuals who wish to obtain additional education so that they may become high school science and mathematics teachers.

PROGRAMS OF THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

The education programs of the National Science Foundation deal exclusively with science education and operate mainly through scientific societies and science departments of colleges and universities. There is, however, an emergency and temporary need for certain additional Federal programs to strengthen general education, and also for certain Federal programs to strengthen science education in our State and local school systems. The administration is recommending legislation authorizing these additional programs in the Department of Health, Education, and Welfare for a 4-year period only.

1. Reducing the waste of talent

High-quality professional personnel in science, engineering, teaching, languages, and other critical fields are necessary to our national security effort. Each year, nevertheless, many young people drop out of high school before graduation. Many able high school graduates do not go on to college. This represents a waste of needed talent. Much of this waste could be avoided if the aptitudes of these young people were identified and they were encouraged toward the fullest development of their abilities.

The administration proposes, therefore, that the Congress authorize:

(a) Matching grants to the States to encourage improved State and local testing programs to identify the potential abilities of students at an early stage in their education.

(b) Matching grants to the States to encourage the strengthening of local counseling and guidance services, so that more able students will be encouraged to stay in high school, to put more effort into their academic work, and to prepare for higher education. The program also would provide for grants of funds to colleges and universities to permit them to establish training institutes to improve the qualifications of counseling and guidance personnel.

(c) A program of Federal scholarships for able high school graduates who lack adequate financial means to go to college. The administration recommends approximately 10,000 new scholarships annually, reaching a total of 40,000 in the fourth year, to be closely coordinated with the testing and counseling programs. Scholarships should be allotted among the States on an equitable basis and awarded by State agencies on the basis of ability and need. Although it should not be compulsory for students to pursue a specific course of study in order to qualify, reasonable preference should be given to students with good preparation or high aptitude in science or mathematics.

2. Strengthening the teaching of science and mathematics

National security requires that prompt action be taken to improve and expand the teaching of science and mathematics. Federal matching funds can help to stimulate the organization of programs to advance the teaching of these subjects in the public schools.

The administration therefore recommends that the Congress authorize Federal grants to the States, on a matching basis, for this purpose. These funds would be used, in the discretion of the States and the local school systems, either to help employ additional qualified science and mathematics teachers, to help purchase laboratory equipment and other materials, to supplement salaries of qualified science and mathematics teachers, or for other related programs.

3. Increasing the supply of college teachers

To help assure a more adequate supply of trained college teachers, so crucial in the development of tomorrow's leaders, the administration recommends that the Congress authorize the Department of Health, Education, and Welfare to provide:

(a) Graduate fellowships to encourage more students to prepare for college teaching careers. Fellows would be nominated by higher educational institutions.

(b) Federal grants, on a matching basis, to institutions of higher education to assist in expanding their graduate school capacity. Funds would be used, in the discretion of the institution itself, either for salaries or teaching materials.

4. Improving foreign-language teaching

Knowledge of foreign languages is particularly important today in the light of America's responsibilities of leadership in the free world. And yet the American people generally are deficient in foreign languages, particularly those of the emerging nations in Asia, Africa, and the Near East. It is important to our national security that such deficiencies be promptly overcome. The administration therefore recommends that the Department of Health, Education, and Welfare be authorized to provide a 4-year program for—

(a) Support of special centers in colleges and universities to provide instruction in foreign languages which are important today but which are not now commonly taught in the United States.

(b) Support of institutes for those who are already teaching foreign languages in our schools and colleges. These institutes would give training to improve the quality and effectiveness of foreign language teaching.

5. Strengthening the Office of Education

More information about our educational system on a national basis is essential to the progress of American education. The United States Office of Education is the principal source of such data.

Much of the information compiled by the Office of Education must originate with State educational agencies. The administration therefore recommends that the Office of Education be authorized to make grants to State educational agencies for improving the collection of statistical data about the status and progress of education.

This emergency program stems from national need, and its fruits will bear directly on national security. The method of accomplishment is sound: the keystone is State, local, and private effort; the Federal role is to assist—not to control or supplant—those efforts.

The administration urges prompt enactment of these recommendations in the essential interest of national security.

Census Survey Estimates Certain Types of Group Adult Education

SOME NEVER STOP STUDYING

By JOHN B. HOLDEN, *specialist in general adult education*

ABOUT 8 million adults in the United States attended at least one adult education class or group meeting last year.

Another 161,000 (over 20 years old) attended elementary and high school classes. An additional 710,000 were part-time college students.

All three figures are estimates based on the Current Population Survey of October 1957 by the Bureau of the Census, collaborating with the Office of Education.

Following the survey, the Department of Health, Education, and Welfare has requested the Census Bureau to include questions about adult education in the 1960 Census. Information acquired in the initial survey has pointed up the need for full statistics on the local, State, and national levels, showing personal, social, and economic factors. These can be obtained only through the decennial census.

The October 1957 study was financed by a grant from the Fund for Adult Education to the Adult Education Association, which, in turn, contracted with the Census Bureau. It is the first time a national estimate of adult education has been made through a scientific sample by the Census Bureau.

The estimate is based on a sample of 35,000 households in 330 sample areas including 638 counties and independent cities throughout the United States.

The study was limited to questions about organized classes and group meetings requiring attendance three or more times, and excluded correspondence courses, individual instruction, private lessons, one and two session meetings, radio and television courses, self-directed study, or on-the-job training. Multiple enrollments for the same person were not recorded.

People with more education seek more, the study found. During the preceding year, only 1.4 percent of the adults with less than 5 years of schooling were enrolled in a group educational activity. But 25.5 percent of those with more than 4 years of college were continuing in adult study.

The survey asked age, sex, marital status, employment, urban or rural residence, regular school enrollment, and school grades completed. *School Life* expects to report more fully on the survey in a later issue.

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